

# The Application and Role of Multimedia Technology in Mandarin Teaching

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**Abstract.** Compared with the traditional teaching methods, teaching by using multimedia technology is unable to be replaced by other teaching methods, and it also provides wider scope and prospect for mandarin teaching. Therefore, the paper discusses the application and role of multimedia technology in mandarin teaching.

## Introduction

Since multimedia technology is widely applied in mandarin teaching, it has showed the advantage which can not be surpassed by traditional teaching model. It not only improves the practical value, but also enhances the teaching efficiency. The courseware made by multimedia technology can reflect the dull contents in the textbooks vividly, making the classroom atmosphere more pleasure. The relaxed and pleasant learning environment is more conducive to develop the students' thinking and improve the quality of classroom learning. Although multimedia technology has drawbacks in teaching, its advantages always hold the very great proportion. Therefore, we should make best use of the advantages and bypass the disadvantages in mandarin teaching, so as to give full play to the role of multimedia technology.

## The problems existing in the traditional mandarin teaching

Low teaching efficiency. The traditional mandarin teaching takes the textbooks as the main important teaching information resource and teaching takes most time in classroom. Teachers' writing and explanation and students' notes take a lot of classroom time, thus greatly limiting the amount of teaching information. Due to wasting the time, the time students practicing actual communication language ability is relatively reduced, causing the students to lose many opportunities of doing oral communication training and reducing teaching efficiency.

Lack real communicative environment. The aim of language teaching is to cultivate the students' language ability and communicative ability, while the aim of mandarin teaching is to develop the students' ability to communicate proficiently with standard oral mandarin. To achieve the goal, it is necessary to organize students step by step to carry out communicative practice. In the traditional classroom teaching conditions, the only communication training place is the classroom. Because teachers can not provide students with the real communicative environment, they can only image a scene by oral to make them enter into the role passively, or lead them the reading according to the textbook, which do not stimulate their enthusiasm and is impossible to improve their verbal communicative ability effectively.

The principle of student centered can not be realized fully. The students learning mandarin are from Chinese dialect, their mandarin level is uneven and each learner's listening and speaking ability is also uneven. Therefore, even in the same class, it is very difficult for teachers to teach students in accordance with their aptitude. The teaching principle of student centered is difficult to be reflected, because personal need and teaching integrity is irreconcilable contradiction.

## **The characteristics of multimedia technology in mandarin teaching**

Comprehensiveness. The so-called comprehensiveness is to integrate the computer, multimedia and communication technology. That means the integrity of performance of computer, television, video recorder, tape recorder, stereos, game machine and fax machine. We can make the form of mandarin teaching more diversified.

Interactivity. It can form the interaction between man and machine, between man and man, between the machines, and the operating environment and scene of mutual communication should be controlled by people according to the need. The man-machine exchange is the biggest characteristic of the multimedia. The interactivity is to provide more effective means and methods to control and use information, thus opening up broader field for the wide application of mandarin teaching.

Cooperativeness. Each media has its own laws, and all kinds of multimedia must coordinate organically. In mandarin teaching, teachers can carry out the coordination of a variety of medias and the coordination between time and space. It is the key technology of the multimedia.

## **The application and role of multimedia technology in mandarin teaching**

The application of multimedia technology in mandarin teaching makes up for the disadvantages of traditional teaching methods and plays significant role. The use of multimedia technology makes the learners' auditory, visual and other sensory stimulated, so as to enhance the memory; a large number of information resources reserve can meet the requirements of different learning object; three-dimensional network teaching structure let different students takes what they need to improve learning efficiency; convenient and fast operation saves a lot of time so that the acquisition of language is carried out in relaxed environment. In the process of learning, multimedia technology has shown its unique role, specifically manifesting in the following aspects.

Make well-designed teaching courseware. The purpose of mandarin teaching is to promote Putonghua to the society. However, mastering standard mandarin needs constant practice, including the sound, rhyme, tone, syllable, phonetic, words and sentence exercises. It is difficult for students to grasp all the contents in class, especially the pronunciation, so they need practicing after class. Due to lacking of correct guidance, it is also difficult to do correct pronunciation practice after class. However, the multimedia technology avoids the disadvantage effectively. In the teaching of Putonghua, teachers record the pronunciation of words, sentences and chapters in the multimedia teaching courseware correctly and then backup to students. In this way, students can exercise effectively after class. At the same time, it also changes the teaching mode mainly with class exercise.

Solve the time limitation of classroom teaching and extend the classroom teaching. The classes of Putonghua is relatively little, if only relying on classroom teaching to solve the problem, it is difficult to have good teaching effect. But the application of multimedia teaching can solve these problems, so as to extend the classroom teaching. Teachers can recommend good Putonghua learning website to students, then they can learn according to their actual situation, not affected by time and space; the courseware can be uploaded to the network to let students download freely; students can communicate with teachers through the mail and QQ, and as long as teachers online, they can solve students' questions; learning forum can also be set up to let teachers and students participate in the study discussion to solve the problems in teaching; etc. these methods are the extension of classroom teaching.

Strengthen the interaction between teachers and students. Multimedia courseware integrates the text, image and sound, enhancing students' senses and widening their thinking space, so as to stimulate their strong desire for knowledge. The rise of the desire makes the students' thinking extend outwards continuously and analyze teachers' questions effectively. The class is no longer a one-man show of teacher, and the students also participate. Of course, the interaction not only refers

to the language and behavior, but also includes the interaction of thinking. When the thinking of teachers and students reaches unity to certain extent, the teaching quality is improved effectively. Therefore, the multimedia technology strengthens the interaction between teachers and students and improves the quality of classroom teaching.

Enrich the teaching contents of Putonghua and diversify the form of content display. Multimedia teaching has greatly enriched the teaching contents and methods. The mandarin teaching is no longer directly controlled by teachers and offer the knowledge to students simply and piecemeal, but is to improve their Putonghua level through a large number of training students interested in. firstly, the multimedia teaching broaden the source of teaching resources. The network, as a huge resource base, becomes the springhead of teaching content. Teachers can screen the massive resources according to their own teaching needs, and then use them. Secondly, multimedia enriches the contents of classroom teaching and increase students' actual practice time and opportunity. The previous teaching depends on the chalk and blackboard and the training contents are mostly written by teachers, costing a lot of time and the number of content presentation is limited. But the multimedia reduces the burden of teachers and students and increases the learning content. For example, in pronunciation teaching, a large number of entries, example, and tongue and so on can be transmitted to the students vividly through the multimedia technology, which not only save a lot of time, but also greatly increase the students' practical training opportunities. In addition, multimedia enriches the form of teaching content display.

Stimulate the students' learning interest. The traditional teaching way takes the teacher as the subject of teaching, and the students receive the contents passively. However, information technology and teaching connect together effectively, highlighting the students' main body status. Multimedia technology set sound, light, color and shape in one, stimulating the students' sense feeling and arousing their learning interest.

Promote the development of students' thinking ability. In many cases, the traditional teaching way makes the thinking of students in a glassy state. They always follow the teachers' thinking and have no expansion. Multimedia technology connects the sound, image, and video effectively, bringing comprehensive stimulus to students' vision, hearing and other senses, which is conducive to promote the development of students' thinking and improve their learning efficiency.

## Summary

The application of multimedia technology in the Putonghua teaching greatly enriches the mode and structure of Putonghua teaching, shows the contents of classroom teaching from multi-level and multi-dimension, stimulates the learners' interest, truly embodies the teaching principle of student centered, strengthens the cultivation of language ability, and effectively improve the efficiency and quality of mandarin teaching.

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